



MBI CHECKLIST FOR DETERMINING THE ADEQUACY OF EXISTING COMMON AREA ROUTINES AND PRACTICES

Yes	No	1. Are the behavioral expectations for each area of the school established?
		<ul style="list-style-type: none"> ✓ There is a consensus among staff/community on behavioral expectations ✓ Behavioral expectations are stated objectively. ✓ Behavioral expectations are reasonable and limited in number.
Yes	No	2. Is there an implementation plan to ensure staff, students, and parents understand the behavioral expectations?
		<ul style="list-style-type: none"> ✓ Behavioral expectations are written down. ✓ Teaching plans for the behavioral expectations are developed. ✓ 180 day implementation plan is established to insure students understand and can perform the common area routines. ✓ Staff understand their responsibility in ensuring both students and parents understand their behavioral expectations.
Yes	No	3. Is there adequate supervision?
		<ul style="list-style-type: none"> ✓ Supervisors are trained. ✓ Ratio of supervisors to students is adequate to promote positive social behavior. ✓ There are established patterns of supervision. ✓ Natural supervision is utilized (e.g. natural flow of parents, staff, etc. are used to promote positive student behavior). ✓ Students are reinforced for exhibiting appropriate behavior.
Yes	No	4. Are there effective reactive strategies in place to address minor problem behavior?
		<ul style="list-style-type: none"> ✓ Reactive strategies are reasonable, decisive (limited warnings), and provide students an opportunity to try again. ✓ Reactive strategies reduce opportunities for students to manipulate or engage staff. ✓ Designed to reduce the need for communication and record keeping. ✓ Continuum of structures is in place to address chronic minor problem behavior. ✓ Efficient record keeping and communication system is established to monitor chronic minor problem behavior.
Yes	No	5. Is there a continuum of structures in place to address serious or challenging problem behavior?
		<ul style="list-style-type: none"> ✓ Behaviors warranting office referral are delineated. ✓ Efficient record keeping and communication system is established to monitor serious or challenging problem behavior. ✓ Progressive levels of discipline that are focused on increasing levels of support for the student and staff.